



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

Grant period from

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2018 NOV 13 PM 3:30
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
To decrease School of Science and Technology (SST) District's (SST) teacher turnover rate from 40.8% to 16.4% (state average for 2016-17 from TEA TARP) by 2021.	SST- will identify eight eligible employees to participate in the "Grow Your Own" grant program to complete their bachelor's degrees/teacher certifications. Grant recipients will sign a three-year MOU agreement for dedicated service within the school district, the pathway provided for career advancement will strengthen their commitment to SST.
Increase percentage of teachers with less than 3 years of experience to the state average of 10.9 . More than 40% of SST Teachers have 0-5 years teaching experience.	The grant funds will pay for eight SST current employees (paraprofessionals, substitutes, and aides) to complete their bachelor's degrees/teacher certifications. Because these staff members already live in the community and have careers with SST, they are likely to remain in the district.
Increase the number of Education and Training Courses offered by SST to students starting with at least 1 course. Currently, SST does not offer these courses.	Grant funds will support implementation of Education and Training Courses and participation in a related Career and Technical Student Organization (CTSO). The addition of these courses will create a pathway for students into the teaching profession and a pipeline of home-grown teachers for SST.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

SST will utilize the "Grow Your Own" investment to cultivate the professional growth of identified employees. The eight paraprofessionals, substitutes, and instructional aides currently employed at SST will secure teaching certificates by the end of the 2020-2021. Two participants will be certified to teach by the end of the 2019-2020 school year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Six current SST paraprofessionals, substitutes, and instructional aides will be enrolled in an Institution Higher Education (IHE) working toward completion of their bachelor's degree and two will be enrolled in the Education Service Center, Region 20 teacher certification program. Participants will submit confirmation of acceptance and participation in degree/certification programs to HR/Finance Department. Invoices will be submitted to the SST finance department.

The Instructional Practice course will be on the master schedule at SST (High School), and students will be enrolled.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Eight participants will demonstrate that they are successfully completing bachelor's degrees and/or teacher certification requirements supported by grant funding and are on track to complete within the timeline outlined in the grant. Participants will submit documentation of credits earned or certification program requirements met to date. Principals will meet with participants to review progress and program effectiveness.

Students at School of Science and Technology (SST) will participate in at least one CTSO activity or event.

Third-Quarter Benchmark

Eight participants will demonstrate that they are successfully completing bachelor's degrees and/or teacher certification requirements supported by grant funding and are on track to complete within the timeline outlined in the grant. Participants will submit documentation of credits earned or certification program requirements met to date. Principals will meet with participants to review progress and program effectiveness.

Students at SST will participate in at least one CTSO activity or event.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Assistant Superintendent will serve as the project director for SST Grow Your Own Grant and will monitor all program activities and associated data including program-level and participant-level data. Data, including the TEA-mandated performance measures, will be collected and analyzed in quarterly program meetings with principals. The Assistant Superintendent will also serve as the liaison with the Region 20 Teacher Certification Program. Principals will meet with participants quarterly review progress and program effectiveness. The Education Preparation Program (EPP) contact will submit data regarding participants progress quarterly. Transcripts will be submitted for participants completing a bachelors degree as evidence progress towards completion. Results will be disaggregated by campus and will be compared with region/state wide performance. Results will be shared at principals/ meetings where the successes and challenges of district initiatives are routinely shared, analyzed, and discussed. Plans and services for the Grow Your Own Grant Program will be adjusted to address programmatic issues as they arise.

Sustainability will be achieved through successful completion by the participants seeking teacher certification and their commitment through a signed Memorandum of Understanding (MOU) to remain with the district for at least three years. These participants will receive ongoing support from district instructional leaders and ESC-20 instructional specialists. In addition, the implementation of high-quality Education and Training Program at SST will provide a long-term, sustainable pipeline of home-grown teachers. Both current employees and current students of SST have ties to the community and are representative of the diversity in their community.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

In order to begin teaching the junior-level Instructional Practices course in 2020-2021 and the Practicum in Education and Training course, SST (High School) will connect the courses to an existing, related coherent sequence. Currently, SST (High School) offers a Human Services Program for an endorsement in Public Service that includes a child development course in the 10th grade. Student in this program will be targeted for recruitment into the Instructional Practices course for 2019-2020. Concurrently, in 2019-2020, SST will establish a four-year coherent sequence in Education and Training for incoming freshmen. In addition, SST will establish a related CTSO chapter. Participation in the CTSO activities and competitions will enable students and teachers to build professional relationships to create support in their studies and careers in addition to connecting their studies with real world experiences and increasing their motivation to commit to the profession. Education students will also enjoy weekly opportunities to visit Primary and Elementary classrooms. Afforded opportunities include one-on-one tutoring experience, preparing classroom bulletin boards, preparing teaching enrichment activities and assist the classroom teacher in a real time classroom setting.

Students recruitment efforts for the new Education and Training Program will include classroom presentations for students, 8th grade orientation sessions for parents and students, four-year planning with counselors, career inventories, a career fair, career counseling, posters and fliers display and classroom observations across grade levels. The teacher for these courses was recruited based on demonstrated success in the classroom, passion for the profession, commitment to attend professional development, ability to and enthusiasm for sponsoring the related CTSO, and plans to remain in the district long-term. Grants funds will support the new courses and the CTSO chapter. Funds will purchase classroom materials and be used for membership costs for students and the teacher in the CTSO in addition to cost related to participation in competition. The high school principal will provide support for the teacher in the new courses and the establishment of the CTSO chapter including access to professional development and coordination of funds. Recruitment efforts will include seeking student representation reflective of the diversity in SST.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Participant selection will begin by identifying current employees who have viable opportunity to finish their bachelor's degrees and earn a teaching certificate in a 2-year time-frame. We have already done this by checking our records for how many non-teaching employees have 60 college credits or more but lack a bachelor's degree. This preliminary list will then be forwarded to campus administrators for professional recommendations for screening purposes. Campus administrators will be asked to give feedback on job performance and evaluation history for each candidate and to share their professional opinion on the candidate's dedication to the district. Other factors include the candidate's involvement in school and community activities, and recommendations from supervisors and colleagues.

In addition, the selection of candidates would include factors such as commitment to completing bachelor's degree and earning teaching certification as well as commitment to the education field and teaching. Candidates whose grade level/subject/field preference coincides with hard-to-staff areas in our district such as bilingual, special education, science, math and CTE would be prioritized.

In order to receive tuition funding and participate in the program, the participating employees would have to sign an agreement to complete his/her Bachelor's degree, earn teacher certification in at least one field, accept a certified teaching position with the district, and stay employed with the district at least 3 years.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit		X \$11,000 =	
Number of teachers who are teaching Education and Training courses, but not for dual credit		X \$5,500 =	
Number of high schools with existing Education and Training courses in 2018-2019		X \$6,000 =	
Number of high schools without existing Education and Training courses in 2018-2019	1	X \$9,000 =	9,000
Total Request for Pathway 1			9,000

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	3	X \$5,500 =	16,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	5	X \$11,000 =	55,000
Request for Pathway 2			71,500
Request for Pathway 1			9,000
Total Combined Request for Pathways 1 & 2			80,500

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Grow Your Own Grant Facilitator stipend	800
Tuition for 5 Bachelor's degree and certification candidates	50,000
Certification cost for grant recipients (ACP or EPP) \$4500.00 x 3	13,500

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Teacher certification exam costs (5 participants x 2 tests @ \$131 each)	1,310
Education and Training Course Materials	9,000

OTHER OPERATING COSTS (6400)

Required travel (CTSO teacher and student memberships/event conference participation)	3,559
Indirect Cost (2.896%)	2,331

Total Direct Costs 80,500

Should match amount of Total Request from page 8 of this application

Indirect Costs 2,331**TOTAL AMOUNT REQUESTED** 80,500

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

8

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Participant selection will begin by identifying current employees who have viable opportunity to finish their bachelor's degrees and earn a teaching certificate in a 2-year timeframe. We have already done this by checking our records for how many non-teaching employees have 60 college credits or more but lack a bachelor's degree.

This preliminary list will then be forwarded to campus administrators for professional recommendations for screening purposes. Campus administrators will be asked to give feedback on job performance and evaluation history for each candidate and to share their professional opinion on the candidate's dedication to the district. Other factors include the candidate's involvement in school and community activities, and recommendations from supervisors and colleagues.

In addition, the selection of candidates would include factors such as commitment to completing bachelor's degree and earning teaching certification as well as commitment to the education field and teaching. Candidates whose grade level/subject/field preference coincides with hard-to-staff areas in our district such as bilingual, special education, science, math and CTE would be prioritized.

In order to receive tuition funding and participate in the program, the participating employees would have to sign an agreement to complete his/her Bachelor's degree, earn teacher certification in at least one field, accept a certified teaching position with the district, and stay employed with the district at least 3 years.

Offering dual credit in the Education and Training Career Pathway will help build excitement about the program, especially with the opportunity available for students to earn their Associates Degree while still in high school and at little cost to the students. We have a preliminary agreement with Alamo Colleges-St. Phillips (which currently offers other dual credit courses at SST-Discovery) to offer dual credit for Instructional Practices and/or Practicum in Education and Training.

The School of Science and Technology (SST) was founded in 2005 by Dr. Turgay Korkmaz, an educator and computer science specialist at the University of Texas San Antonio. He, along with others, interested in quality education for all students saw the need to establish the SST to serve a population of South Texas students who they found were lacking in the educational foundation needed to succeed in the fields of math and science. SST serves students from K-12 grade which are comprised of 59% Hispanic, 24% White, 9% Black, 7% Asian and < 1 % Native American. Sixty percent (60%) of SST students are identified as socio-economically disadvantaged.

In order to begin teaching the junior-level Instructional Practices course in 2020-2021 and the Practicum in Education and Training course, **SST-Discovery** (High School) will connect the courses to an existing, related coherent sequence. Currently, **SST-Discovery** (High School) offers a Human Services Program for an endorsement in Public Service that includes a child development course in the 10th grade. Student in this program will be targeted for recruitment into the Instructional Practices course for 2019-2020. Concurrently, in 2019-2020, **SST-Discovery** will establish a four-year coherent sequence in Education and Training for incoming freshmen. In addition, **SST-Discovery** will establish a related CTSO chapter. Participation in the CTSO activities and competitions will enable students and teachers to build professional relationships to create support in their studies and careers in addition to connecting their studies with real world experiences and increasing their motivation to commit to the profession. Education students will also enjoy weekly opportunities to visit Primary and Elementary classrooms. Afforded opportunities include one-on-one tutoring experience, preparing classroom bulletin boards, preparing teaching enrichment activities and assist the classroom teacher in a real time classroom setting.

Students recruitment efforts for the new Education and Training Program will include classroom presentations for students, 8th grade orientation sessions for parents and students, four-year planning with counselors, career inventories, a career fair, career counseling, posters and fliers display and classroom observations across grade levels. The teacher for these courses was recruited based on demonstrated success in the classroom, passion for the profession, commitment to attend professional development, ability to and enthusiasm for sponsoring the related CTSO, and plans to remain in the district long-term. Grants funds will support the new courses and the CTSO chapter. Funds will purchase classroom materials and be used for membership costs for students and the teacher in the CTSO in addition to cost related to participation in competition. The high school principal will provide support for the teacher in the new courses and the establishment of the CTSO chapter including access to professional development and coordination of funds. Recruitment efforts will include seeking student representation reflective of the diversity in **SST-Discovery**.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

NA

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

The Assistant Superintendent will also serve as the liaison with the Region 20 Teacher Certification Program. Principals will meet with participants quarterly review progress and program effectiveness. The Education Preparation Program (EPP) contact will submit data regarding participants progress quarterly. SST-Discovery has preliminary agreement with ESC 20 and will fully execute the agreement once grant is awarded.

SST-Discovery will also candidates to continue in their current program of choice with documented degree plans and certification track.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

8

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

8

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Participant selection will begin by identifying current employees who have viable opportunity to finish their bachelor's degrees and earn a teaching certificate in a 2-year timeframe. We have already done this by checking our records for how many non-teaching employees have 60 college credits or more but lack a bachelor's degree.

This preliminary list will then be forwarded to campus administrators for professional recommendations for screening purposes. Campus administrators will be asked to give feedback on job performance and evaluation history for each candidate and to share their professional opinion on the candidate's dedication to the district. Other factors include the candidate's involvement in school and community activities, and recommendations from supervisors and colleagues.

In addition, the selection of candidates would include factors such as commitment to completing bachelor's degree and earning teaching certification as well as commitment to the education field and teaching. Candidates whose grade level/subject/field preference coincides with hard-to-staff areas in our district such as bilingual, special education, science, math and CTE would be prioritized.

In order to receive tuition funding and participate in the program, the participating employees would have to sign an agreement to complete his/her Bachelor's degree, earn teacher certification in at least one field, accept a certified teaching position with the district, and stay employed with the district at least 3 years.

Offering dual credit in the Education and Training Career Pathway will help build excitement about the program, especially with the opportunity available for students to earn their Associates Degree while still in high school and at little cost to the students. We have a preliminary agreement with Alamo Colleges-St. Phillips (which currently offers other dual credit courses at SST) to offer dual credit for Instructional Practices and/or Practicum in Education and Training.

The School of Science and Technology (SST) was founded in 2005 by Dr. Turgay Korkmaz, an educator and computer science specialist at the University of Texas San Antonio. He, along with others, interested in quality education for all students saw the need to establish the SST to serve a population of South Texas students who they found were lacking in the educational foundation needed to succeed in the fields of math and science. SST serves students from K-12 grade which are comprised of 59% Hispanic, 24% White, 9% Black, 7% Asian and < 1 % Native American. Sixty percent (60%) of SST students are identified as socio-economically disadvantaged.

In order to begin teaching the junior-level Instructional Practices course in 2020-2021 and the Practicum in Education and Training course, SST (High School) will connect the courses to an existing, related coherent sequence. Currently, SST (High School) offers a Human Services Program for an endorsement in Public Service that includes a child development course in the 10th grade. Student in this program will be targeted for recruitment into the Instructional Practices course for 2019-2020. Concurrently, in 2019-2020, SST will establish a four-year coherent sequence in Education and Training for incoming freshmen. In addition, SST will establish a related CTSO chapter. Participation in the CTSO activities and competitions will enable students and teachers to build professional relationships to create support in their studies and careers in addition to connecting their studies with real world experiences and increasing their motivation to commit to the profession. Education students will also enjoy weekly opportunities to visit Primary and Elementary classrooms. Afforded opportunities include one-on-one tutoring experience, preparing classroom bulletin boards, preparing teaching enrichment activities and assist the classroom teacher in a real time classroom setting.

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Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

NA

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

The Assistant Superintendent will also serve as the liaison with the Region 20 Teacher Certification Program. Principals will meet with participants quarterly review progress and program effectiveness. The Education Preparation Program (EPP) contact will submit data regarding participants progress quarterly. SST-Discovery has preliminary agreement with ESC 20 and will fully execute the agreement once grant is awarded.

SST will also candidates to continue in their current program of choice with documented degree plans and certification track.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.